

Course: Physical Education 3
Unit 2- Lifetime Activities and Movement Concepts

Year of Implementation: 2019-2020

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Stage One - Desired Results

Link(s) to New Jersey Student Learning Standards for this course:

2014 NJSL Standard(s), Strand(s)/CPI #
(<http://www.state.nj.us/education/cccs/2014/chp>)

Standard 2.5 Motor Skill Development: All students will utilize safe, efficient, and effective movement to develop and maintain a healthy, active lifestyle.

- A. Movement Skills and Concepts
- B. Strategy
- C. Sportsmanship, Rules, Safety

Standard 2.6 Fitness: All students will apply health-related and skill- related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

- A. Fitness and Physical Activity

New Jersey Student Learning Standards
21st Century Life and Careers
(<https://www.nj.gov/education/cccs/2014/career/9.pdf>)

Career Ready Practices

- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP3. Attend to personal health and financial well-being.
- CRP4. Communicate clearly and effectively and with reason.

- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP7. Employ valid and reliable research strategies.
- CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.
- CRP9. Model integrity, ethical leadership and effective management.
- CRP10. Plan education and career paths aligned to personal goals.
- CRP11. Use technology to enhance productivity.
- CRP12. Work productively in teams while using cultural global competence.

21st Century Life Standards

9.1 Personal Financial Literacy

9.2 Career Awareness, Exploration, and Preparation

9.3 Career and Technical Education

*Health Science Career Cluster

*Human service Career Cluster

Transfer Goal(s): Students will be able to independently use their learning to...

demonstrate motor skills and movement patterns accuracy in a variety of lifelong activities that combine skills with movement.

Enduring Understandings:

Students will understand that . . .

EU 1

lifetime activities provide opportunities for healthful social interaction and development of problem solving and communication skills.

EU 2

safely and correctly performing movement skills improves overall performance and increases the likelihood of participation in lifelong physical activity and living a healthy lifestyle.

Essential Questions:

EU 1

- How does participating in healthy activities make me a better person?
- Why is participating in healthy activities important to one's future?
- How can participation in lifetime activities promote wellness?
- Does a person have to be physically active to be healthy?
- Why is physical activity important?

	<p><i>EU 2</i></p> <ul style="list-style-type: none"> • Why do you have to understand concepts of movement if you can already perform the movement? • Is knowing how to perform the movement enough? • How do effective and appropriate movements affect wellness?
<p>Knowledge: <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • the cooperative skills involved in the lifetime activities. • the terminology required to communicate in the lifetime activities. • problem solving and communication skills needed to participate in the lifetime activities. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • how to safely apply locomotor and movement concepts to lifetime activities. • the proper techniques in order to safely and successfully participate in the lifetime activities. • the rules for safely and fairly participating in the lifetime activities. 	<p>Skills: <i>Students will be able to . . .</i></p> <p>Basketball and Volleyball</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • create space by movement of cooperative team members on the court. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify the proper execution and attempt to execute the following skills: dribbling, passing, shooting. • identify the proper execution and attempt to execute the following skills: screen and roll, jump shot, lay-up. <p>Badminton, Pickleball, and Tennis</p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • demonstrate healthful interaction, communication and cooperation between doubles partners. <p><i>EU 2</i></p> <ul style="list-style-type: none"> • identify the proper execution and attempt to execute the following skills: grip, serve, forehand drives, clears, smashes, drop shot, backhand drives.

Four Square, Frisbee, and Ladder Golf

EU 1

- demonstrate healthful interaction, communication and cooperation between teammates.

EU 2

- identify the proper execution and attempt to execute skills required for that specific activity.
- apply terminology, scoring, rules and regulations in practice and game situations for that specific activity.

Stage Two - Assessment

Other Evidence:

- Demonstration of Skill
- Unit Quizzes/Tests
- Teacher Observation
- Participation
- Self-Assessment of Skills

Stage Three - Instruction

Learning Plan: **Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections:** Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.

The activities listed in all four of the LRHSD approved Physical Education curricula (9th-12th grades) can be interchanged due to safety of the activity/sport, inclement weather and/or limited gym/field availability, as long as the activity/sport is aligned with the desired goals of that curriculum's specific big idea(s).

The following activities are examples of applicable alternative activities: kickball, wiffle ball, indoor soccer, ultimate Frisbee, king pin, guard the pin, tag games, aerobic exercises/jump rope, stations, jogging, walking, wall ball, four square, weight room, street hockey, pillow polo, volleyball, badminton, pickleball, horseshoes, bocce, ladder golf, spikeball, corn hole, tennis, team handball, indoor football, yoga, karate, guest speakers, ping-pong, Wii, basketball variations, speed ball, rugby, square crab soccer, and moon ball.

- Students will demonstrate social interaction, development, of problem solving, and communication skills during team activities. **A,T- EU 1**
- Teacher or student will model how to perform the skills applied in specific lifetime, team or individual activities. **A- EU 2**
- Students will review the study guide for activity specific information. **A - EU 2**
- Students will perform skills learned with/without the use of equipment. **M - EU 2**
- Teacher will introduce terminology specific to each activity to students. **A- EU 2**
- Have teams or individuals perform the skills and techniques in order to successfully participate in a specified activity in class. **M- EU 2**
- Students work independently to develop their own skills and techniques in order to play a specific activity properly. **T- EU 2**
- Upon completion of the skills learned in each activity, the student would compete in the activity using proper scoring and technique. **T- EU 2**
- Students will select an activity from the unit and describe the healthful benefits of the activity **M- EU 2**
- Students will self-assess their skills of a selected activity and reflect on what they can do to improve. **T- EU 2**

Tailoring for Diverse Learners:

- Assess prior knowledge and skills through differentiated activities to accommodate different knowledge and skill levels.
- Provide students with open-ended questions, activities, assignments, and assessments that enable students to give different but equally valid responses.
- Appeal to various modalities (e.g., present information orally, visually, and writing)
- Accommodate students with different learning styles by providing opportunities for them to work alone and in groups.